DOCUMENT RESUME

ED 056 168 VT 013 387

TITLE The Secretary's Regional Conferences on Vocational Education, Denver. Summary, 1971.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE Apr 71
NOTE 46p.; Report of the Region VIII Conference (Denver, Colo., April 7-8, 1971)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Education; *Career Planning; Conference Reports; Elementary School Curriculum; High School Curriculum; Integrated Curriculum; *Program Effectiveness; Program Evaluation; *Program Improvement; Program Planning; *Student Needs; Vocational Education
IDENTIFIERS Region 8

ABSTRACT

At this Region VIII conference called by the Secretary of Health, Education, and Welfare, 150 participants from six western states met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare students for immediate employment or further education. The consensus of the 2-day conference was that the present educational system is not adequately meeting the career educational needs of students, particularly for those who choose careers requiring education and training at less than the baccalaureate degree level. Regarding the integration of vocational-technical education with general or academically-oriented education, concern centered around the possibility that an integrated system at the elementary and secondary levels would be focused on orientation to work, vocational guidance and exploration, but would fail to be specific enough to acquire an entry-level marketable skill and would delay specific preparation until postsecondary level. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385, VT 013 386, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

ED056168

SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

DENVER

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

VT012388

ED056168

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

REGION VIII

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REPORT OF

THE SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

DENVER HILTON HOTEL

DENVER, COLORADO

APRIL 7-8, 1971

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Honorable Elliott Richardson
Secretary of Health, Education, and Welfare
Washington, D. C. 20201

Dear Mr. Secretary:

Transmitted herewith is a report of the Regional Conference on Vocational Education held at Denver, Colorado, April 7-8, 1971.

The report contains, we believe, an accurate summary of opinions and recommendations regarding Vocational Education from a broad spectrum of the population of Region VIII. The Conference had five objectives relating to direction or re-direction of the educational system, especially for Vocational Education in the 1970's, in order to meet career educational needs of youth and adults and needs of the economy.

We believe the report will contribute to the effectiveness of further deliberations on the subject.

Sincerely yours,

Lewis R. Crum

Lewis R. Crum
Acting Regional Commissioner
Office of Education

ACKNOWLEDGMENTS

The U. S. Office of Education acknowledges with gratitude and sincere appreciation the contributions of every person who attended The Secretary's Regional Conference on Vocational Education.

Only when knowledgeable and concerned individuals representing wide segments of the population participate actively in the planning process can key administrators improve the educational system to serve more adequately the needs of youth and adults in our nation, and meet the needs of the economy.

A conference of this magnitude requires the cooperation of many individuals and organizations. It is difficult to list individuals whose contributions to the objectives of the Conference were more significant than those of other individuals. We would, however, like to express special appreciation to all key speakers, panelists, group chairmen and group recorders, whose names appear in the Conference Agenda and in the List of Participants (Appendix II)

PURPOSE:

Recent deliberations in the Department of Health, Education, and Welfare led to a determination that certain information necessary for making administrative decisions concerning Vocational/Technical Education was not available through the existing reporting system. It was further determined that much of the information necessary for the Department to provide constructive Federal leadership in this field could be gathered only at the local level, from people with intimate knowledge of both the strengths and the weaknesses of the present total educational system.

It was therefore deemed advisable to conduct Regional Conferences across the country, to serve as forums for productive discussions of constructive ideas concerning education, especially Vocational/Technical Education, as it relates to the career educational needs of youth and adults, as well as to the needs of the nation's economy. Ten Regional Conferences were then planned for the specific purpose of bringing together knowledgeable and concerned people to discuss how the career educational needs of youth and adults and needs of the economy are being met by the schools in their communities; to determine the role that Vocational/Technical Education is playing in this process; and especially to identify methods of re-directing education in the 1970's to prepare every person leaving school for immediate employment or further education.

DELEGATION OF AUTHORITY:

On January 4, 1971 the Secretary asked the U. S. Commissioner of Education to conduct a Conference on Vocational Education in each of the ten Regions of the Department of Health, Education, and Welfare. The responsibility for planning the Conferences was delegated to the Bureau of Adult, Vocational and Technical Education, with final authority for conducting the Conferences further delegated to the respective Regional Commissioners of Education.

PARTICIPANTS:

Three hundred sixty-four (364) persons from the six States in Region VIII were invited to attend the Conference. One hundred forty-six (146) accepted the invitation and pre-registered. The majority of the invitations were mailed during the period March 12-22, and other individuals were invited by telephone at later dates. On March 30 a follow-up letter was sent to all who had not responded to the original invitations. Copies of the invitation letter and follow-up letter are included in the Appendix of this report.

One hundred fifty (150) persons actually registered during the Conference. (See Appendix II.) Average attendance was approximately one hundred persons per general session; however, not all of those attending the general sessions chose to attend the small group meetings.

The total number of participants was somewhat less than anticipated. Tables I and II and the List of Participants reveal, however, that a variety of concerned and knowledgeable persons was present. The reason most

often given by those who declined the invitation by letter was the high cost of travel and subsistance. It is significant to note that, from four of the six States of the Region, the average cost per person for travel and subsistence would exceed $125.

CONFERENCE FORMAT:

In developing the Conference format, efforts were made to secure the most qualified individuals in the Region to address the Conference concerning the objectives and to serve as panelists.

Key speakers were obtained from three different States, and all of the Region VIII States were represented on the panels, with panel members selected from a wide variety of backgrounds. Each panel was made up of both male and female members. Small Group Discussion Chairmen were chosen from a broad spectrum of the educational and business community, and the Small Group Discussion Recorders from State Vocational Education staffs, local school officials and others of the educational community.

Abbreviated statements of key speakers' qualifications follow:

MAURICE B. MITCHELL:

Presently Chancellor, University of Denver; formerly President and Editorial Director, Encyclopedia Britannica; President, Encyclopedia Britannica Films; an executive of National Association of Broadcasters; manager of Radio and TV Station WTOP, Washington, D. C.; and editor of several upstate New York newspapers.

GARTH MANGUM:

Presently Professor of Economics and Director of Human Resources Institute, University of Utah, and an Associate of the Center for Manpower Policy Studies, George Washington University; formerly Senior Staff Analyst, Presidential Railroad Commission; Research Director, Senate Subcommittee on Employment and Manpower; Executive Director, President's Committee on Manpower; Executive Secretary, National Commission on Technology, Automation and Economics Progress; editor of a substantial list of books, monographs and articles on manpower and manpower policy.

DALE ENSIGN:

Presently Vice-President, Husky Oil Company and President, Husky Briquetting, Inc., Cody, Wyoming; formerly marketing attorney and organizational consultant with Standard Oil Company of California; now serves as Chairman, Wyoming State Advisory Council for Vocational Education; First Vice-Chairman, National Council of Community College Boards; member Board of Trustees, Northwest Community College, Powell, Wyoming.

RICHARD W. WRIGHT:

Presently President, Mountain States Employers Council, serving approximately five hundred businesses and industries in the field of labor relations, wage and salary administration, management development and personnel research. Mr. Wright represents the City and County of Denver on the governing body of Denver Community College, and is a member of the Colorado State Advisory Council on Vocational Education.

EDWIN L. RUMPF:
Acting Director, Division of Vocational/Technical Education, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education.

A copy of the Conference Agenda is included as Appendix III of this report.

DISCUSSION GUIDE:

To realize the purpose of the Conference, objectives were developed by the U. S. Office of Education, focusing on specific issues relevant to Vocational/Technical Education, especially as related to meeting the career educational needs of youth and adults and the needs of the economy.

It was not the intent, nor was it the practice, to limit discussion within a rigid perimeter. Using the guide provided, a free-flowing discussion was encouraged in all groups while covering items in the guide. It was intended to provide opportunity for productive discussion of all constructive ideas; to seek comments and suggestions on the specific points listed in the following objectives; and to explore the potential of opportunities existing in Vocational/Technical Education:

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

2. To assess the extent to which the present total program of education meets the needs of the economy.

3. To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

4. To suggest means by which the existing educational system can be improved in efficiency and effectiveness, to insure the preparation of every person leaving school for either employment or further education.

5. To identify the areas of improvement in the total educational system for which vocational education should be responsible.

AN OVERVIEW:

It was obvious, from comments made throughout the Conference, that those attending greatly appreciated the opportunity to be involved in the basic planning for the educational changes and re-direction anticipated in the years ahead.

Opinions expressed indicated apparently unanimous agreement that the present educational system is not adequately meeting the career educational needs of students, especially for the significant majority of those students who find it necessary to choose careers requiring education and training at less than the baccalaureate degree level. One speaker quoted Alvin Toffler in his current book Future Shock:

> The present curriculum and its division into airtight compartments is not based on any well thought out conception of contemporary human needs. Still less is it based on any grasp of the future, any understanding of what skills Johnny will require to live in the hurricane's eye of change. It is based on inertia . . .and a bloody clash of academic guilds, each bent on aggrandizing its budget, pay scales and status.

There appeared to be nearly unanimous agreement that "Vocational Education" and "General Education" must cease to be provided on an "either/or" basis. Mr. Maurice Mitchell, Chancellor of the University of Denver, stated the issue most succinctly in discussing his participation on a team called together several years ago by the Office of Research in the U. S. Office of Education to study the school curriculum. In his discussion Chancellor Mitchell said:

> All of us, I think, originally had in the back of our minds that there would be a moment at which a vocational approach could be introduced. We came to the ultimate conclusion that this was impossible, that it was far easier. . .to abandon the entire curriculum. . .to modify it or rethink it in terms of the possibility that all curricula should be essentially vocational, that the assumption on the part of a total school system should be that everybody is going to grow up and go to work, and that it is a great mistake to have any division in the educational process which suggests that some kinds of studies or intellectual activity or training. . .are for people who aren't going to work. If that were the case there would be less of a tendency to think in terms of specialized Vocational Education for special people and more of a tendency to think in terms of all the education one gets. . .as having been oriented to the idea that people are going to work and that everything you learn has implications for your life as a working person. . .

There appeared to be discrepancies in testimony presented regarding the adequacy of the educational system in meeting the needs of the economy. The key speaker to this subject, Dr. Garth Mangum, reporting the comparison of the Vocational Education enrollments and placements of the 1967 students with the U. S. Department of Labor projections, said, "The match was really not bad but there were some cases where you had problems."

There was consensus that the output of qualified graduates was not meeting the needs in some technical areas, especially in the paramedical and in some of the newly-emerging occupational areas. An analysis of the questionnaires relating to Objective No. 2, however, revealed that only 24 per cent of the respondents felt that employers are able to find the employees they need from the local schools. Less than one-third of the respondents to the questionnaire felt that most vocational training programs are directed to the job demands. (See Page 11, Summary of Small Group Discussions.) While there were discrepancies concerning the adequacy of the present educational system in meeting the needs of the

economy, there was agreement regarding three possible solutions to the problem, as follows:

1. School administrators, vocational directors and vocational teachers must increase coordination efforts with business and industry in identifying current and projected manpower needs.

2. Educational leaders must assume the leadership in bringing business and industrial leaders into the early planning phases of occupational programs.

3. Industry and the schools must join forces to obtain the necessary funds to meet both the educational needs of the students and the needs of the economy.

While there appeared to be general consensus concerning the integration of Vocational/Technical Education with "general" or "academically-oriented" education, concern was expressed regarding the way such integration should be implemented. It was pointed out that an integrated system of education is indeed very much in line with the career education concept discussed by Dr. Marland in his speech entitled "Career Education Now," and that the concept is not new.

The principal concern appeared to center around the possibility that in an integrated system of education interpreted as career education, there was danger that the major effort in the elementary and secondary levels would be focused on orientation to the world of work, vocational guidance and exploration in the world of work, but failing to be specific enough to acquire an entry-level marketable skill; and that most of the specific preparation for immediate employment would be delayed until the post-high-school level. With such a concept implemented, it was emphasized, we will fail to meet the needs of that large segment of high school graduates and high school "dropouts" who must, or who choose to, enter the labor market without the benefit of further education.

The following statements are direct quotes to support the expressed concern outlined above:

> From Chancellor Mitchell's comments I am convinced that we are all convinced thatwe must get additional vocational work down in our high schools.
>
> (Panelist Herbert Bowden, President, Sencore Corporation, Sioux Falls, South Dakota.)

> But the needs of people have gone untouched here altogether; so far you have spent your time on the needs dictated to labor by industry.
>
> (Tom Ryan, Montana, in discussing the needs of people residing on Indian Reservations.)

> We are concerned that we may put too much emphasis on skill training at the post-secondary level and less emphasis at the

secondary level, when we just don't yet have the institutions, facilities, resources or commitment to do the job.
(M. G. Linson, Colorado)

Ultimately, somewhere along the line, you have got to have a skill too. You've got to have something to sell.
(Key speaker Garth Mangum, Manpower Economist, Salt Lake City, Utah.)

Perhaps the most significant suggestion to emerge from the Conference in relation to Objective No. 4 (Improving the existing educational system in efficiency and effectiveness) was that the educational system must seek to establish the dignity of work of all kinds and at all levels. It was emphasized on several occasions by speakers and panelists, and supported in small group activity, that all work is dignified, at any level. And it was further pointed out that the emphasis on the importance of work must be started during the earliest grade levels in the educational system.

Mr. Dale Ensign, speaking on the subject of techniques to improve the education system in efficiency and effectiveness, said:

We want to re-enthrone the dignity of work, its value, its blessings, and its contributions to happiness, beginning at the earliest moment children are received into school. . .

Mr. Maurice Mitchell said the entire school curriculum should be arranged with "the assumption on the part of the total school system . . .that everybody is going to grow up and go to work."

The second major point relating to the improvement of the system was the often-used word "flexibility." Responding to questions from panelists, Mr. Richard Wright, President of Mountain State Employers Council, said:

Because of our rapidly-changing technology, the educational system is going to have to adapt to rapid change. You have to be able to swing in fast. We might be teaching a course next month we aren't even thinking about today. We must have this kind of flexibility.

It was emphasized by panelists that such flexibility cannot be implemented without a tremendous improvement in the relationships that exist between industry and the schools, and this concept was strongly supported in small group activity. (See Page 12.)

DIRECT QUOTES FROM SPEAKERS AND PARTICIPANTS, BY OBJECTIVE:

OBJECTIVE NO. 1:

In his assessment of the present educational system as it meets the career educational needs of students, Chancellor Maurice Mitchell, University of Denver, spoke of the relevance of education and said:

> We could argue all day about relevance, but if we are talking about what we do in the educational system to orient young people to the world of work, I suspect there is a great deal more we could do than we are doing, and that some of the conceptual approaches to introducing children to the world of work are just not working. They are just not effective and they are not going to be effective because they are implanted in the body of learning as though the world of work were something separate from the world of learning, and I just don't think that is so.

In speaking to the problem of transition from school to work, Chancellor Mitchell said:

> The awful fact of life is that all learning equips everybody to do some kind of work. . .Basically the whole experience consists of learning how to learn. . .So what you really have to do to prepare anybody for the world of work is to teach him how to learn.

Chancellor Mitchell concluded his remarks by saying:

> I view it (Vocational Education) as holding much opportunity for improvement. . .We are a long way from the realistic acknowledgment of the fact that everyone has to work, that all life for mature, stable individuals consists of some kind of contribution to the activity of society, which is work.

OBJECTIVE NO. 2:

Garth Mangum, addressing the Conference on Objective No. 2, started his presentation by saying:

> It is an awfully easy answer to say our educational system has done a tremendous job for our economy, but it hasn't done enough and it hasn't always done the right things.

Mangum advocates an educational system geared to the total development of human resources that would lead to meeting the needs of the economy, and he contends that:

> It is exactly the same kind of system that would lead to meeting best the needs of the individual. What prepared the student to be successful in the labor market also meets the needs of the economy.

He states that we should not be considering using the $2 billion per year spent on Vocational Education as career development:

> Our total education bill in the United States is $66 billion a year. . .If you are really talking about career development education, and if you are really convinced that practically everybody is going to get in the labor market sometime, then you ought to be looking at the $66 billion, not at the $2 billion, as the resources that would prepare people for the world of work. . .It (career education) gives to all education an objective that people clearly understand. . .It is ultimately accountable because you finally have some way of assessing the output of the educational system: That is, do people get jobs . . .and earn a decent living.

OBJECTIVE NO. 3:

In his address relating to the role of Vocational Education in meeting the manpower needs of a changing technology, Richard Wright said:

> We must introduce the world of work and continuing education to students of all levels; and provide a means of education for the socially and economically disadvantaged.

Mr. Wright further emphasized four major items from the first report of the Colorado State Advisory Council on Vocational Education, as follows:

1. Improve Vocational Guidance to aid youth to match their interest and capabilities with opportunities in the world of work.

2. Provide public information program, so that students, parents and all other segments of the public know about Vocational Education.

3. Improve the traditional methods of motivating and instructing youth.

4. Improve our communications to policy-making bodies such as the General Assembly. We must show clear, concise, measurable objectives and goals.

"Secondly," said Mr. Wright, "the other establishments of business, professions, labor, church and social works must support the great educational effort of our decade, to provide opportunities for both vocational and academic education within one educational system."

Responding to Mr. Wright's presentation, Herrick Roth, Executive Director of the Colorado Labor Council, said:

> Any kind of education today - I don't care what it is - has to be broadly based in general education.

Mr. Roth also stated that the schools and business and industry must move closer together in the total effort to educate people and meet the needs of the economy.

OBJECTIVE NO. 4:

Dale Ensign spoke on the topic of improving the education system to insure the preparation of every person leaving school for either employment or further education, and said:

> I am opposed to the concept that the ultimate in education is a college degree. . .Education should be geared more to careers than to college. To achieve this we need to bring Occupational Education into the mainstream and avoid the mythical rigid divisions of academic or general or vocational. Certainly we should avoid the separateness of curriculums and facilities that has relegated vocational programs to a cellar status.

Mr. Ensign further stated that "we can expect growing public demand for more efficiency and accountability in the educational system." Concurring with most speakers and panelists about improving the efficiency of the educational system through a closer working relationship with business and industry, he said, "If approached, industry will help."

Regarding the problem of providing Vocational Counseling, Mr. Ensign said:

> Instead of more guidance counselors, I submit we need more orientation to the world of work, more involvement of parents, and more counsel from all the teachers of the student.

Responding to Mr. Ensign's remarks, panelist Charles Clay, a State Legislator and business man from Hot Springs, South Dakota, supported his comments on a closer relationship between the business community and the schools. He said:

> It is neither the teacher's nor the businessman's fault that we have not sat down, as people involved and concerned about the same thing, to understand the problems that we create for each other.

OBJECTIVE NO. 5:

Edwin L. Rumpf, Acting Director, Division of Vocational/Technical Education, U. S. Office of Education, spoke on the topic "To identify the areas of improvement in the total educational system for which Vocational Education should be responsible." The substance of his presentation dealt with the Conference discussion paper, Vocational Education for the 1970's. Dr. Rumpf explained the career educational model in an abbreviated form. Following his offering, an open discussion was conducted, raising a number of issues not previously voiced in the general sessions:

We are in favor of occupational orientation in the early school years but this should not be done at the expense of specific skill training programs which provide youth and adults with marketable skills for immediate employment.

(E. B. Oleson, State Director, Vocational Education, South Dakota)

We are concerned that Vocational Education funds will be utilized for developing and piloting career educational models, thus sapping the strength of the present program in favor of a concept as yet mythical.

(Ramsay Groves, Fort Collins, Colorado)

We have been facing the problem of accountability for fifty years. We have met the problem in the best way we know how, and it has proven to be successful. We have only one criteria for evaluation and that is meeting the needs of the student.

(Howard Porter, Private Business School Proprietor, Billings, Montana)

We are concerned about putting the emphasis on career orientation, guidance, exploratory experiences, etc.. . .Should we spend all our resources learning about work and never acquire the skills necessary to be employed?

(M. G. Linson, State Director, Vocational Education, Colorado)

We subscribe to the career education concept. There's nothing new about it, but we can't do it with the present level of appropriation. Much thought and wise counsel went into the development of the 1963 Act; we think we can do the job within that framework. We don't want to see the 1963 Act scrapped.

(M. G. Hunt, State Board for Occupational Education and Community Colleges, Colorado)

SUMMARY OF SMALL GROUP DISCUSSIONS

OBJECTIVE NO. 1: To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

Of the 93 respondents to questionnaire relating to Objective No. 1, 77 per cent thought that few students looking for work have the job skills necessary to assume the job at entry level when they leave the secondary school. There was consensus that the present secondary school system was not providing adequate preparation for entry into the "World of Work" or for career education. It was pointed out in most groups that rural areas contain many small schools and that the economy of the local areas, as well as that of the State, does not permit adequate financing of comprehensive occupational offerings. The groups felt that, as a whole, our schools were not providing minorities, potential dropouts or the handicapped the "kind" of education needed for job entry or adequate career education.

Over 66 per cent of these respondents indicated that while the present school system had adult education programs concerned with re-training, re-entering or advancement, there was a serious lack in most communities of adult education programs geared to the upgrading of occupational skills. Career education and career development are apparently a partial answer to some problems identified, since there was general agreement that the present system does not provide adequately for either orientation to the world of work in elementary schools or for exploratory experiences in the junior high schools. It was indicated teachers need opportunities for re-education and supplementary experiences in order to direct appropriately any meaningful occupational programs.

In many groups addressing themselves to Objective No. 1 it was stressed that there is acute need for additional funds if career education (which would include vocational education for Grades 1-12) is to be realized. Monies allotted to secondary and post-secondary programs for vocational education are at present most inadequate and certainly should not be used to sponsor the career education model at the expense of the present program of vocational education. The groups were greatly disturbed by:

1. Fund cuts for Adult, Vocational and Technical Education by the Bureau of the Budget.

2. Reduction in personnel at the Federal level in the Bureau of Adult, Vocational and Technical Education.

3. Reduction of funds for administration at the Federal level, in spite of increased responsibilities assigned to these personnel.

4. Budget request decrease for Fiscal Year 1972, effecting a reduction in grants to States.

OBJECTIVE NO. 2: To assess the extent to which the present total program of education meets the needs of the economy.

Of the 90 respondents to the questionnaire on this Objective, 29 per cent indicated most training programs are directed to job demands in their respective communities; 37 per cent felt only half of such programs were directed to the job demands of the community; and 30 per cent indicated that few training programs were so directed. The following recommendations emerged from the small group discussions:

1. Educational leaders need to put forth more effort in bringing industry to local communities, and to bring industrial leaders into the planning of occupational programs.

2. Most schools could include additional occupational offerings if funds were made available for support of such offerings.

3. Schools and industry need to coordinate their efforts in identifying current and projected manpower needs.

4. The image of vocational education can be made more appealing and relevent with the help and support of leaders from the business and industrial community.

Further evidence of the need for employers and school personnel to coordinate their recruitment and placement efforts can be found in the summary data of the questionnaires and group discussions, which indicate that:

1. Approximately 24 per cent of the respondents felt employers are able to find the employees they need from the local schools; 44 per cent felt about half the number they needed from graduates of local programs; and 30 per cent indicated that few of their employees could be secured from local schools.

2. Over 62 per cent of the respondents felt that few schools are sufficiently flexible to provide the necessary new training programs needed by employers.

3. Over 53 per cent of the respondents felt that few educational programs have reasonably active employer participation in the planning of occupational education curricula.

A review of final statements from ten group recorders also reveals consensus in the following areas:

1. Schools are using a variety of procedures and materials to disseminate information regarding available curriculum as well as manpower needs in various occupational categories.

2. Media centers are being established in a great number of schools and community groups are availing themselves of materials to a greater extent than in past years.

3. More and more positions are now being filled by employees whose experience, training and performance are adequate for the jobs, with less emphasis than in earlier years for persons with degrees and less attention given to performance standards.

4. More realistic curricula are being offered as funds become available, and as advisory groups have become active and committed to the system of vocational education.

OBJECTIVE NO. 3: To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

Group activity relative to this Objective brought out some of the most significant statements of the two-day Conference, in that over 76 per cent of the 91 responses indicated that most high school students should enroll in vocational education curriculum. Equally significant was the fact that over 78 per cent indicated resources should be shared among public schools, private schools, business and industry. 90 per cent of the respondents felt very strongly about job placement, and went on record to say that job placement service should be available to all persons leaving high school. Some 96 per cent indicated vocational counseling should be available to all high school students.

Of keen interest, and reflecting apparent agreement, were the following suggestions from the ten groups:

1. That there is need for closer relationships between industry, education and labor unions.

2. That there is need for educators to get into industry and business on a regular and continuing basis to keep occupational education programs relevant to current and projected changes in business and industry.

3. That vocational education be placed at the highest level of funding priorities by local, state and federal governments.

4. That the federal government continue to support at the highest possible level programs to serve the nation's manpower needs, as well as programs to meet the employment needs of people.

5. That vocational education should be integrated into the regular curriculum in any career educational model, but that in such an integrated system it should maintain its identity as a program.

6. That youth groups be so structured and encouraged through their programs that more activities of their youth organizations will be related to occupational goals and concerns.

OBJECTIVE NO. 4: To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Discussion of Objective No. 4 brought out a number of similar ideas from the ten discussion groups, including the following:

1. Using people from business and industry for vocational counseling has been most successful in the majority of the communities represented by the Conference participants.

2. Specialization in development of salable skills should receive greater emphasis at the post-secondary level.

3. Our schools must become more keenly aware of and responsive to students' needs, rather than what seems at present to be institutional program development versus program development. The structure and curriculum of our schools should allow a student to progress according to his ability in relation to the accomplishment of valid performance standards set by leaders in vocational education, in cooperation with advisory groups representing business and industry.

More than 60 per cent of the 79 respondents to the Objective No. 4 questionnaire felt that the existing system of education could be, and should be, improved to insure preparation for both employment and further education. Many expressed, in write-in statements, strong feelings that in the integration of vocational education and general education, vocational education should not lose its identity or become lost in general education in any kind of reorganization or restructuring. Over 56 per cent felt that incentives offered private industry as it works with the public school community could enhance a more successful system of career education. Less than 46 per cent favored a 12-month school year, and only 26 per cent responded favorably to the suggestion of contracting with private schools. Respondents apparently reject the concept of educational vouchers. Write-in comments from over 45 per cent of the respondents indicated that contracting with private schools would be desirable only when there is adequate control and monitoring to insure provision of the kind of vocational offerings needed by students.

Discussion summaries seemed to indicate that crucial to an effective approach to career education was commitment of the leadership of the U. S. Office of Education to the following:

1. Strengthening the Bureau of Adult, Vocational and Technical Education to permit long-term planning and the validation of the career educational model.

2. Clarifying career education objectives, with appropriate consideration given to relevant vocational goals.

3. Reviewing and coordinating the various approaches to accreditation of programs in vocational education.

4. Creating and supporting new designs in teacher education, with consideration of various patterns of internship.

5. Restructuring the system of financial support to provide for States with pockets of rural poverty which are otherwise sparsely populated and penalized in the funding formula.

OBJECTIVE NO. 5: To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Of the 70 respondents to the Objective No. 5 questionnaire, 80 per cent indicated vocational education should be responsible for:

1. Orientation to the world of work.

2. Vocational counseling for all students.

3. Educational credit for all students.

4. Vocational exploration to facilitate occupational choice.

5. Occupational preparation of post-secondary students.

6. Occupational preparation, retraining and up-grading of adults.

Some 68 per cent indicate vocational education should be responsible also for work-study experiences throughout the student's experience in junior and senior high school. Respondents were less certain about the responsibilities "throughout junior high school" than they were about the responsibilities "throughout senior high school." "Education credit for home study" and "appreciation of ethnic culture" were not considered by a majority of respondents to be responsibilities of vocational educators.

In open discussion after Dr. Rumpf's address, strong concerns were expressed, with recommendation that Dr. Rumpf transmit them to appropriate personnel, regarding the following problems:

1. Deletion of specific funds for exemplary programs, curriculum development, and research funds from the proposed budget for Fiscal Year 1972.

2. Diversion of Fiscal Year 1972 funds for Vocational-Technical Research to broader authority of the Cooperative Research Act, in contravention of the intent of Congress in the 1963 Act and 1968 Amendments.

3. Elimination of the Division of Adult, Vocational and Technical Research from the Bureau of Research.

4. Continuous diversion and erosion of AVTE funds to other U. S. Office of Education projects.

5. Implied intent to separate Adult Education from the Bureau of Adult, Vocational and Technical Education.

Participants were quite vocal in expressing their concerns in the following areas of activity:

1. The U.S. Office of Education's current and projected involvement in research activity more appropriate for vocational educators to initiate and implement at the state level.

2. The impetus given to performance contracting, with minimum means for validating and measuring attainment of such standards.

3. The development of curriculum models, to be funded and implemented with apparent minimum involvement of the states.

Several individuals expressed concern for the following:

1. The Conference was apparently structured to give endorsement to decisions already made concerning career education, as indicated in the "opinionaires," which appeared to have only one logical response.

2. Much of the material available to participants left the impression that vocational education might well be on the way to losing its identity, and that current efforts in funding career education could well wipe out the gains made in educational programs to train people for employment over a 50-year span of time.

3. Increased Bureau staff would be necessary to implement the career education concept.

The group appeared most receptive to the concept of career education but not at the expense of vocational education, either conceptually or financially speaking. Several expressed a desire for more communication regarding the meaning and interpretation of a "career educational system."

Part I - Views of Conference Participants

In response to the above document, more than half of the respondents indicated they felt vocational education was preparation for work as well as further education. They also indicated that job placement services were nonexistent in more than a third of the schools in the communities from which they came. Of the 99 persons responding, 70 indicated they wanted their own children to take both vocational and college preparatory subjects. More than half indicated they would support spending of both state and federal money for vocational education. On the availability and accessibility of vocational education programs, 89 of the 99 respondents indicated such programs were available in high schools in their communities, although not all were comprehensive in their offerings, and that vocational offerings at junior college and adult levels were even more limited. Of the 99, only 68 had ever participated in advisory groups deciding on what educational courses should be offered in secondary or post-secondary programs. Again most respondents indicated that orientation to the world of work should be introduced into the elementary curriculum, integrated with other course offerings.

Conference participants represented at least 58 different occupational categories, in a fairly wide range of occupations. Educators represented the largest segment of the Conference, including all types of responsibilities in the educational category. Also represented were State Legislators, Advisory Councils for Vocational Education, private schools, special population groups, and Indian, negro, Mexican-American, and youth groups. Included also were persons from programs associated with apprenticeship and manpower development, economic opportunity programs, and farm organizations, and, to a iimited extent, persons representing city governments. The interests of parents and taxpayers were also represented by individuals who indicated they were attending the Conference in order to express these groups' special interests. That the Conference apparently held the attention of participants was indicated by the fact that some 80 per cent of those registered were in attendance at the last session.

APPENDIX I

SUMMARY OF OBJECTIVE NO. 1 (93 Responses):

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

2 Most students looking for work have a job skill by the time they leave school.

17 About one half of the students looking for work have a job skill by the time they leave school.

72 Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

44 Most students are prepared for further education by the time they leave high school.

42 About one half of the students are prepared for further education by the time they leave high school.

6 Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

Re-entering the work force	67 Yes	21 No
Retraining to remain in the work force	62 Yes	25 No
Training for advancement in the work force	65 Yes	24 No

1-d. Is the present school system in your community providing education in preparation for work to the following:

Minorities	60 Yes	25 No
School dropouts	61 Yes	25 No
Handicapped	65 Yes	20 No

25

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Individual Comments:

1. Secondary level is still too college-oriented. Elementary level doesn't touch vocational education orientation.

2. Strength - the quality of the training that is being done.
   Weakness - not enough - too much emphasis on preparation for college.

3. School system does an excellent job of college preparation - some vocational needs are met.

4. There is a greater need for industry, education and government to cooperate in meeting the needs of the youth.

5. My community is identified as the high school area where our children attend high school. Very little vocational opportunity is allowed for students.

6. Too many federal programs trying to do the same thing.

7. Lack of money and program planning.

8. Need for facilities - new concepts for practical arts and exploration.

9. Does well in preparation for college entrance - needs more vocational orientation.

10. Programs are becoming available.

11. School boards and administration seem insensitive to community desires and needs.

12. More needs to be done for the handicapped.

13. School is motivated beyond the financial resources available.

14. Strengths - Business Education. Weakness - Mechanical, Crafts and related.

15. Emphasizing the dual system too much - college preparatory and vocational education - without enough quality in each.

16. Not enough program offerings.

17. Strength - vocational/technical school for youth and adults; weaknesses - lack of funds.

SUMMARY OF OBJECTIVE NO. 2 (90 Responses):

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

26 Most training programs are directed to the job demands of the community.

34 About one half of the training programs are directed to the job demands of the community.

28 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

22 Most employers are able to locate the employees they need from the local schools.

40 About one half of the employers are able to locate the employees they need from the local schools.

27 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

12 Most schools are flexible enough to provide the new training programs requested by employers.

21 About one half of the schools are flexible enough to provide the new training programs requested by employers.

56 Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

27 Most educational programs have active employer participation in the development of their curriculums.

16 About one half of the educational programs have active employer participation in the development of their curriculums.

27

48 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system on meeting the needs of the economy in your community?

SUMMARY OF OBJECTIVE NO. 3 (91 Responses):

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students?

67 Most high school students should enroll in vocational education courses.

16 About one half of the high school students should enroll in vocational education courses.

2 Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

71 Resources should be shared among public schools, private schools, business and industry.

6 Public and private efforts should be coordinated only for special groups, i.e., unemployed, handicapped, minorities, etc.

14 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

87 Most students.

1 About one half of the students.

__ Few students.

3-d. To what extent should vocational counseling be available to high school students?

84 Most high school students should have vocational counseling.

4 About one half of all high school students should have vocational counseling.

__ Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy.

SUMMARY OF OBJECTIVE NO. 4 (79 Responses):

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

50 Integrate general and vocational education.

21 Contract with private schools to help prepare every person for employment or further education.

46 Provide incentives for private industry to help prepare every person for employment or further education.

43 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

36 Expand the school year to 12 months.

12 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

15 Other:

We need to teach basic attitudes to work - every task is honorable.

If vocational education were ever funded at a level at which it could be efficient, the total education program would be improved.

Find a means to enable general education to catch up with vocational education in meeting the needs of people.

Many of these questions are not relevant to the real problems vocational educators are going to be faced with, such as: watered-down programs; loss of leadership at the national level; insufficient funds and leadership for Adult, Vocational and Technical Education; and strength at the government levels for their proper use. These are necessary to eliminate the eventual need for the myriad of other government agencies having to become involved in vocational education because proper emphasis has not been given to Vocational Education in HEW and elsewhere.

More financial support for Vocational Education.

Establish a staff at the national level to adequately give true leadership to Vocational Education.

Curb the apparent direction of elimination of BAVTE.

Establish an Under-Secretary for AVTE.

Cease activities which would tend to destruct the Bureau of Adult, Vocational and Technical Education.

30

Special funding which would strengthen the Bureau.

Enact legislation to establish a separate unit in HEW with an Assistant Secretary to administer Vocational/Technical Education.

Inform parents and students of full details of vocational programming.

More emphasis on the 3 R's so that students are better prepared to write legibly, read and understand better, and to relate what he has been exposed to as it applies to the world of work.

Provide the method for allowing individualized instruction to meet individual needs, and means for evaluation of the effectiveness of such instruction.

Any one of the above (i.e., statements of the questionnaire) will only accomplish the objective if they are effectively and efficiently implemented. All of the items have potential to enhance the accomplishment of the objective. By no means are all the alternatives listed.

Contract with industry to integrate their on-the-job training programs and experiential aspects with the academic programs of the schools.

Eliminate restrictive graduation requirements.

Provide a complete system of education from K through 14 for all students, with emphasis on Vocational Education.

Provide a core program in Vocational Education, with general education and others as support programs.

SUMMARY OF OBJECTIVE NO. 5 (70 Responses):

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

62 Orientation to the world of work.

48 Work study experience throughout junior and senior high school.

46 Assuring every student a marketable skill.

62 Vocational counseling for all students.

59 Educational credit for work experience.

28 Educational credit for home study.

61 Vocational exploration to facilitate occupational choice.

30 Appreciation of ethnic cultures.

59 Occupational preparation of post secondary students.

59 Occupational preparation, retraining and upgrading of adults.

6 Other:

Occupational preparation for secondary students.

Vocational and technical teacher education.

Work attitude development in elementary grades.

Cluster-career ladder approach to curriculum development.

Do away with the dichotomy of education.

Remove the manacles and limitations on vocational education so that it can really function at all levels (K-14) as the major partner of the educational system.

These areas are being done now -- the main limit is funds to expand.

Orientation, exploration, preparation and attitude development - inter-disciplinary curricula K or pre-school to adulthood.

Communicate with parents and students about vocational education (career education).

SUMMARY -- PART I

Views of Conference Participants - Part I
(99 Respondents)

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

1. Which of the following statements most accurately describe vocational education?

   1 It has value for only the non-college bound student.

   47 It has value for every student.

   9 Emphasis in vocational education is on manual skills.

   6 It has the status of academic education.

   70 Vocational education is preparation for work as well as further education.

2. Have you ever taken courses in vocational education? 79 YES 16 NO
   At what level? 2 Grade school 51 High school 12 Two-year college
   42 Four-year college

3. If you did not take courses, why not?

   16 They were not available.

   8 Preferred to take courses needed for college admission.

   -- Grades not high enough.

   -- Not interested.

   2 Advised not to.

   1 Other. (Didn't know it existed.)

4. Do schools offering vocational programs in your community also have a job placement service? 56 YES 35 NO 1 Some 2 Limited 2 Unknown
   1 Many do;many don't.

5. Do you want your children to take:
   12 Vocational education 4 College preparatory subjects
   4 Whatever they wish ot need 70 Both vocational and college preparatory subjects.

   (11 indicated not applicable.)

6. Would you support the spending of more money for vocational education in your community? 87 YES 1 NO If Yes, should increased money come from:

58 Federal government
57 State government
32 Local government
1 Other (with other combinations, as part of Elementary-Secondary funding)
13 Private industry
8 Tuition
28 All of above

7. Are there programs of vocational education available in your community? 89 YES 3 NO If Yes, at which of the levels listed below are vocational education programs provided?

1 Pre-junior-high-school
26 Junior high school
81 High schools
51 Junior colleges
13 Area Voc.-Tech.Schools
10 Post-secondary Voc.-Tech. Center
1 Elementary orientation
1 Special program
59 Evening adult programs
2 Industry program(apprenticeship)
11 Industrial plant schools
1 College trade-tech.
18 College
2 Private voc.-tech. schools
1 Proprietary school
1 Technical college
1 Voc.Teacher Ed.4-year college

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 68 YES 21 NO If Yes, did you participate as a:

19 Parent 17 Employer 1 Student 5 School board member 35 Other*
(* - Categories too numerous to list)

9. Should there be greater emphasis on introducing the world of work in elementary school? 86 YES 5 NO

10. Have you ever visited a vocational school? 93 YES 3 NO

11. Check the category which most accurately describes your interest at this conference.
12 Employer 66 Educator 5 Student 2 Employee 28 Other (See below)

State Legislator; Legislative; State Department of Education; State Director, Office of Economic Opportunity; State Advisory Council; Economics and State Advisory Committee Member; School Board Member (Vocational Education Chairman); Advisory Council; Director, CEP; Director, Vocational School; Program Supervision; Apprenticeship; Training Counselor for Industry; Manpower Development in Trades; Employer of Vocational Education Graduates; Parent; Concerned Layman; Concerned Citizen, Taxpayer and Administrator; Citizen-Taxpayer; Carpenter; City Councilman; P.T.A.; Representative of Farm Organization.

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APPENDIX II

LIST OF PARTICIPANTS

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

DENVER, COLORADO

April 7-8, 1971

SPEAKERS

DALE ENSIGN, Vice-Pres., Husky Oil Co., Cody, Wyo.; Chairman, Wyoming State Advisory Council for Vocational Education.

GARTH MANGUM, Pres., Olympus Research Corp,; Professor of Economics, University of Utah, Salt Lake City, Utah.

MAURICE MITCHELL, Chancellor, University of Denver, Denver, Colo.

EDWIN RUMPF, Dir., Div. of Vocational-Technical Education, OE/BAVTE, Washington, D.C.

RICHARD W. WRIGHT, Pres., Mountain States Employers Council, Denver, Colo.

PANELISTS

R. H. BOWDEN, Pres., Sencore, Inc., Sioux Falls, S. Dak.

WILLIS BROWN, Metro Dir., National Alliance of Businessmen, Denver, Colo.

CHARLES E. CLAY, State Legislator, Hot Springs, S. Dak.

MRS. JOSEPH COORS, SR., Member National Advisory Council for Vocational Education, Golden, Colo.

RICHARD H. DUNCAN, Mgr. of Training, U.S. Postal Service Denver Regional Office, Denver, Colo.

JACK W. INGSTAD, State Pres., Future Farmers of America, Valley City, N. Dak.

RAYMOND A. KIMBALL, Pres., Colorado Association of Commerce and Industry, Denver, Colo.

DALE D. LUCAS, Asst. State Supt. of Public Instruction, Cheyenne, Wyo.

LEON B. OLSON, Supt., Williston Public Schools, Williston, N. Dak.

SEBASTIAN C. OWENS, Exec. Dir., Urban League of Colorado, Denver, Colo.

M. F. PETERSON, Supt. of Public Instruction, Bismarck, N. Dak.

HERRICK S. ROTH, Pres., Colorado Labor Council, AFL-CIO, Denver, Colo.

MRS. LINDA SKAAR, Chairman, Montana Advisory Council for Vocational Education, Bozeman, Mont.

P A R T I C I P A N T S

ALLEN, MERLE E., Denver, Colo.(Assoc.Dir.,Colo.Comm.on Higher Educ.)
ALLEN, VERYL, Cheyenne, Wyo.(Asst.MDTA Director)
ALVEY, W. L., Arapahoe, Colo.(Retired Voc.-Ed.teacher)
AMUNDSON, GRANT O., Watertown, S.Dak.(Member State Voc.-Tech. Adv.Bd.-State Rep.)
ANTHONY, WILLIE E., Denver, Colo.(Chrmn.of Bd.,Opportunities Indus.Center)
ARNOLD, LESTER R., Commerce City, Colo.(Dir.,Secondary Ed.,Adams Co.School Dist.#14)

BALL, WILLIAM A., Helena, Mont.(Exec.Dir.,Mont.State Advis.Council for Voc.Ed.)
BARNES, GLENN A., Mission, S.Dak.(Chrmn.,State Advisory Council for Voc.Ed.)
BARNES, ROBERT F., Denver, Colo.(Dir.,Colo.Research Coordinating Unit)
BEARKING, LEONARD, Billings, Mont.(Coord.,Indian Cultural Programs,E.Mont.College)
BENGTSON, CAROL, Fort Collins, Colo.(Intern w/State Bd.for Occupational Educ.)
BLACK, FRED, Cheyenne, Wyo.(Dir.,Wyo.Research Coordinating Unit)
BLAKE, DUANE, Fort Collins, Colo.(Head,Dept. of Voc.Educ.,Colo.State Univ.)
BLIKRE, CLAIR T., Wahpeton, N. Dak.(Pres.,N.Dak.School of Science)
BOCKMAN, DAVID, Greeley, Colo.(Dept.of Voc.Educ.,Univ.of Northern Colo.)
BRADY, RON, Fort Collins, Colo.(Asst.to Dir.,Extension Sv.,Colo.State Univ.)
BRITTON, RUSSELL K., Denver, Colo.(Prog.Off.,MDT,OE/AVTE,DHEW Region VIII)
BROUGHTON, MERLE M., Denver, Colo.(" " ," ," ," " ")
BUCKINGHAM, H. D., Rapid City,S.Dak.(Chrmn.of Bd.,National College of Business)
BUFFALO, ROY, Billings, Mont.(Area Employment Assistance Officer,BIA)
BURCHINAL, CARROL E., Bismarck, N. Dak.(State Dir.,Voc.Educ.)
BURT, HAL, Helena, Mont. (MDTA Coordinator,Mont.Employment Security Comm.)

CAMERON, JOHN L., Colorado Springs, Colo. (Dir.,Dept.of Indus.Arts,Voc. & Adult Educ.,Colorado Springs Public Schools)
CAREY, James H., Great Falls, Mont. (Dir.,Voc.Educ.,Great Falls Public Schools)
CARLSON, CLAYTON, Watertown, S.Dak.(Director, Exemplary Project)
CLARK, W. L., Denver, Colo. (Regional Planner for Voc. Educ.)
CONNORS, Mike, Denver, Colo.(Supervisor, Adult Educ.,Colo.Dept.of Educ.)
CRUM, LEWIS R., Denver, Colo.(Acting Regional Commissioner,OE,DHEW Region VIII)
CURRIN, Windsor, Denver, Colo.(Spec.Counselor,Manual High School)

DAUBIN, KEN K., Denver, Colo.(Manpower Development Specialist,US Dept.of Labor)
DAVIS, Richard,Manitou Springs,Colo. (Colo.Electrical College)
DEAN, ERNEST H., Provo, Utah(Research Dir.,Utah Technical College at Provo)
DELZER, CHRISTIAN, Fort Collins, Colo.(Intern w/OE-AVTE,DHEW Region VIII)
DICK, ROBERT, Denver, Colo.(Parks School of Business)
DIERKS, CAROLL, Cheyenne, Wyo.(Dir.,Office Occupations,State Dept.of Educ.)
DOWNEY, T. E., Missoula, Mont.(Dir.,Voc.Ed.,Missoula Co.H.S.)

ELLIS, GORDON, Boulder, Colo.(Teaching Assoc.,School of Educ.,Univ.of Colo.)

FAULKNER, VERA L., Golden, Colo.(Jefferson Co.Council,PTA)
FOSTER, PAUL, Denver, Colo.(Regional Planner for Voc.Educ.)

GARFIELD, RULON R., Denver, Colo.(Deputy Reg.Dir.,DHEW Region VIII)
GARRETT, PAULINE G., Boulder, Colo.(Prog.Off.,VTE,OE/AVTE,DHEW Region VIII)
GOODWIN, DON E., Denver, Colo.(State Supvr., MDTA)
GOODWINE, LEA, Denver, Colo.(Instructor,Community College of Denver)

GROVES, RAMSEY M., Fort Collins, Colo.(Asst.Prof.,Voc.Educ.,Colo.State Univ.)
GYSLER, ERVIN, Fort Benton, Mont.(Pres.,Gysler Mfg.Co.)

HALL, VAUGHN L., Salt Lake City, Utah(Deputy State Supt.for Voc.-Tech.Educ.)
HANAVAN, CHARLES, JR., Cheyenne Wells, Colo.(Vice-Pres.,Rocky Mtn.Farmers Union)
HARRIS, CLINT, Cody, Wyo.(Sec'y.,Wyoming State Advisory Council for Voc.Educ.)
HAUGEN, TREADWELL, Wyndmere, N.Dak.(Vice-Chrmn.,N.Dak.State Advis.Council for VE)
HERGENRETER, L. A., Denver, Colo.(Asst.State Dir.,Occupational Educ.)
HODGES, CLARENCE E., St.Louis, Mo.(Dir.,Concentrated Employment Project)
HOFFER, HOWARD, Denver, Colo.(Management Analyst,Concentrated Employment Prog.,URDA
HUNT, M. G., Denver, Colo.(Asst.State Dir.,Voc.Educ.)

JANSEN, DUANE G., Fort Collins, Colo.(EPDA Fellow, Colo.State Univ.)
JARAMILLO, SILVER, Denver, Colo.(Dir.,State OEO Office)
JENSEN, CLYDE, Salt Lake City, Utah(Specialist,Voc.Educ.,Granite School Dist.)
JIMINEZ, MANUEL, Santa Monica, Calif.(Dir.,Southwest Area Manpower Develop.Staff)
JOHNSON, C. BERNIE, Denver, Colo.(State Supvr., Tech.Educ.)
JONES, DAVID E., Denver, Colo.(Prog.Off.,SAFA, OE/SS,DHEW Region VIII)
JOURDONNAIS, JON A., Great Falls, Mont.(Trustee,School Dist. #1)

KIRK, PERCY, Cheyenne, Wyo.(State Dir.,Agric.Educ.)
KOCINSKI, LEONARD, Denver, Colo.(EPDA Coordinator)
KORIZEK, BILL, Helena, Mont.(Member Mont.State Advisory Council for Voc.Educ.)

LACEY, JOHN W., Denver, Colo.(Prog.Off.,VTE,OE/AVTE,DHEW Region VIII)
LANGE, RALPH R., Bismarck, N.Dak.(Dir.,Employment Security Bureau)
LARSEN, JOHN A., Salt Lake City, Utah(Principal,Olympus High School)
LARSON, CINDY, Bismarck, N.Dak.(Admin.Asst.,State Bd. for Voc.Educ.)
LARSON, MILTON E., Fort Collins, Colo.(Prof.of Voc.Educ.,Colo.State Univ.)
LAWSON, LLOYD, Denver, Colo.(Asst.State Dir.,Voc.Educ.)
LINSON, M. G., Denver, Colo.(State Dir.,Voc.Educ.)
LITLE, JIM, Denver, Colo.(Asst.Supvr.,Agric.Educ.)
LOYD, PAT W., Albuquerque, N.Mex.(Dir.,Bus.Educ.,SW Indian Polytechnic Institute)
LUCHSINGER, LELAND B., Denver, Colo.(Pres.,Community College of Denver)

MACKAY, IRWIN A., Lakewood, Colo.(Exec.Sec'y.,Colo.State Advisory Council for VE)
MARTIN, DAVE, Denver, Colo.(Dir.,Public Information,Colo.Assoc.of School Boards)
MARTINEZ, ROBERT D., Denver, Colo.(Dir.,Colo.Sheet Metal Workers Jt.Apprenticeship and Training Committee)
MASTERSON, BERT, Fort Collins, Colo.(Head,Bus.and Office Educ.,Colo.State Univ.)
MCKEAN, PAULINE B., Fort Collins, Colo.(Member St.Bd.for Comm.Colleges and Occ.Ed.)
MERRILL, DON, Aurora, Colo.(Aurora City Councilman)
MERRILL, JON TRAVIS, Salt Lake City, Utah(Pres.,Utah State Distrib.Educ.Clubs-DECA)
MEYER, DARRYL, Great Falls, Mont.(Pres.,Montana Auto College)
MIKKELSEN, RALPH, Helena, Mont.(Asst.Dir.,Development of Voc.and Occup.Skills,State Dept.of Public Instr.)
MILAN, JOE, Fort Collins, Colo.(Teacher/Trainer,Voc.Educ.,Colo.State Univ.)
MILLION, IVAN J., Thermopolis, Wyo.(Vice-Pres.,Tech.College of the Rockies)
MINNIS, ROY B., Denver, Colo.(Prog.Off.,Adult Educ.,OE/AVTE,DHEW Region VIII)
MORTIMER, WILLIAM E., Logan, Utah(Prof.Indus. and Tech.Educ.,Utah State Univ.)

NEILL, DWIGHT E., Denver, Colo.(Dir.,State Div.of Commerce and Development)

OBENAUER, EDWIN, Pierre, S. Dak.(State Dept.of Public Instr.)
OERLLINE, WILLIAM J., Rapid City, S. Dak.(Dir.,Voc.Educ.)
OLESON, E. B., Pierre, S. Dak.(State Dir. of Voc.Educ.)
ORENDORFF, SINCLAIR, Powell, Wyo.(Pres.,Northwest Comm.College)

PERRYMAN, BRUCE C., Cheyenne, Wyo.(Dir.,Occupational Educ.Div.,State Dept.of Educ.)
PETERSON, DALE, Provo, Utah(Educ.Vice-Pres.,Utah Tech.College at Provo)
PHILLIPS, TOM, Helena, Mont.(Regional Economist,Planning and Econ.Development)
PORTER, HOWARD C., Billings, Mont.(Pres.,Billings Business College)

RALL, DEFOREST, Grand Forks, N. Dak.(Exec.Sec'y.,State Advisory Council for Voc.Ed.)
RICE, WILLIAM L., Denver, Colo.(Asst.State Supvr., MDTA)
RICHARDSON, DON, Denver, Colo.(Dir.,Professional Development,Colo.Educ.Assoc.)
RIGGENBACH, FRANK, Denver, Colo.(Pres.,Voc.Teachers Federation,Colo.Fed.of Teachers)
RUPPEL, GARY, Loveland, Colo.(Personnel Coord., Hewlett-Packard Co.)
RYAN, BARNARD D., Boulder, Colo.(Supt.,Boulder Valley Public Schools)
RYAN, J. THOMAS, Helena, Mont.(State Supvr., MDTA)

SCHILLEREFF, HERBERT G., Denver, Colo.(Apprenticeship Coord.,No.Colo.Iron Workers)
SCHLISKE, ROBERT P., Cheyenne, Wyo.(Dean of Instr.,Laramie Co.Comm.College)
SCHULTZ, ALBERT B., Rawlins, Wyo.(Supt.of Schools)
SEAL, H. MAX, Salt Lake City, Utah(Dir.,Salt Lake City College of Med.-Dental Assts.
SELBY, STAN, Colorado Springs, Colo.(Chrmn.,State Bd.for Comm.Colleges and Occ.Ed.)
SELLAND, LARRY, Bismarck, N. Dak.(Asst.State Dir.,Voc.Educ.)
SNODGRASS, DONALD, Washington, D.C.(Spec.Asst.to Dir.,Div.of Voc.and Tech.Educ., OE/BAVTE)
SPARKS, JAMES S., Denver, Colo.(Training Coord.,Denver Plbrs.Jt.Apprenticeship and Journeyman Committee)
STRONG, PAUL L., Denver, Colo.(Prog.Off.,MDT,OE/AVTE,DHEW Region VIII)
SWENSON, LEROY H., Denver, Colo.(Dir.,AVTE, OE, DHEW Region VIII)

TALAGAN, DEAN P., Cheyenne, Wyo.(Asst.State Supt.for Instructional Svs.)
TERRY, MAC, Denver, Colo.(Voc.Repr.,Structural Clay Products Institute)
TROMLEY, JOHN, Denver, Colo.(Admissions Dir.,Colo.College of Med.and Dental Assts.)
TURMAN, CHUCK, Denver, Colo.(Central Regional Planner,Voc.Educ.)

ULMER, BENJAMIN A., Helena, Mont.(Dir.,Development of Voc.and Occup.Skills,State Dept.of Public Instruction)
ULRICH, WALTER, Salt Lake City, Utah(Admin.,Voc.Educ.,Utah St.Bd.of Education)

VALENTINE, IVAN E., Fort Collins, Colo.(Prof.Voc.Educ.,Colo.State Univ.)
VANDERLINDE, ALBERT, Mitchell, S. Dak.(Dir., Voc.Educ.)
VOTE, CAROL, Denver, Colo.(Asst.Supvr.,Bus.and Off.Educ.,State Bd.for Comm.Colleges and Occup.Educ.)

WASHBURN, DEWAIN C., Richfield, Utah (Dir.,Sevier Valley Tech.School)
WEIDNER, WILLIAM C., Denver, Colo.(Deputy State Dir.of Rehabilitation)
WELCH, ROBERT, Greeley, Colo.(Instr.,Voc.Educ.,Univ.of Northern Colo.)
WILEY, KEITH, Denver, Colo.(Dir.,Colo.Apprenticeship Council)
WILLIAMS, J. MELVIN, Laurel, Mont.(Western Area Public Relations Mgr.,Farmers Union Central Exchange,Inc.)
WILSON, JAMES W., Denver, Colo.(Asst.Dir.,Prog.Opers.,State Bd.for Comm.Colleges and Occup.Educ.)
WOOD, EDWARD F., Sioux Falls, S.Dak.(Dir.,Voc.,Tech.and Adult Educ.)

ZANCANELLA, JAMES, Laramie, Wyo.(Head,Dept.of Voc.Educ.,Univ.of Wyo.)
ZIEGLER, ROY J., Pierre, S. Dak.(Asst.State Dir.,Voc.Educ.)

TABLE 1

Number of participants invited to The Secretary's Regional Conference on Vocational Education, Region VIII, by Category and by State.[1/]

	Colo.	Mont.	N.Dak.	S.Dak.	Utah	Wyo.	Other	Tota
Employers	29	4	2	8	9	2	-	55
State Voc.Ed.Staff	9	2	3	2	2	5	-	23
Other State Agencies[2/]	16	5	2	2	5	9	-	39
Pub.Sch. Officials	17	2	3	8	4	4	-	38
Local Sch.Bd.Members	3	2	1	3	2	-	-	11
Youth	1	1	1	1	4	-	-	8
State & National Advisory Councils	7	5	3	2	2	2	-	21
Ethnic Group Reps.	4	7	3	2	1	1	2	20
Legislators	5	2	3	2	2	4	-	19
Political Leaders[3/]	5	2	1	1	1	2	-	12
Proprietary Schools	7	3	2	2	3	1	-	18
Organizations & Assocs.	21	5	2	2	6	2	-	38
CAP Agencies	5	1	1	2	1	1	-	11
Model Cities Reps.	1	1	1	-	-	-	-	3
Workers,Apprenticeship Councils & Labor Orgs.	5	2	1	3	1	2	-	14
Community Coll. & Univ.	13	2	3	1	4	3	-	26
Other Federal Agencies	2	-	-	-	-	-	-	2
Other	6	-	-	-	-	-	1	7
TOTAL	156	46	32	41	47	39	3	364

1/ Many individuals could logically represent more than one category however, for this table, they were counted in the category they were invited to represent.

2/ Includes Rehabilitation, Welfare, Special Education, eleemosynary institutions, etc.

3/ Does not include Governors, who were invited by The Secretary.

TABLE 2

Number of participants invited who accepted and pre-registered for The Secretary's Regional Conference on Vocational Education, Region VIII, by Category and by State.

	Colo.	Mont.	N.Dak.	S.Dak.	Utah	Wyo.	Other	Total
Employers	13	1	-	2	-	1	-	17
State Voc.Ed.Staff	9	2	3	2	2	5	-	23
Other State Agencies	6	2	2	-	1	2	-	13
Pub.Sch. Officials	9	2	1	5	3	2	-	22
Local Sch.Bd.Members	1	1	-	-	-	-	-	2
Youth	-	-	1	1	1	-	-	3
State & National Advisory Councils	2	2	1	-	-	1	-	6
Ethnic Group Reps.	1	2	-	-	-	-	2	5
Legislators	2	-	-	1	1	1	-	5
Political Leaders	-	1	-	1	-	1	-	3
Proprietary Schools	4	2	-	1	1	1	-	9
Organizations & Assoc.	5	1	-	-	-	-	-	6
CAP Agencies	3	1	-	-	-	1	1	6
Model Cities Reps.	1	-	-	-	-	-	-	1
Workers,Apprenticeship Councils & Labor Orgs.	4	-	-	-	-	-	-	4
Community Coll.&Univ.	9	-	1	-	2	1	-	13
Other Fed.Agencies	2	-	-	-	-	-	-	2
Other	6	-	-	-	-	-	-	6
TOTAL	77	17	9	13	11	16	3	146

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

REGION VIII

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

April 7 - 8, 1971

Denver Hilton Hotel,
Denver, Colorado

REGISTRATION

April 6 -- 5:00 P.M. to 9:00 P.M.
(Showcase I Foyer)

April 7 -- 7:30 A.M. to 9:00 A.M.
(2-B Exhibit Hall)

ALL General Sessions will be held in the Empire Room.

Locations for Small Group Discussions (same for all sessions):

Group I:	Showcase I	Group VI:	Terrace Room
Group II:	Showcase II	Group VII:	Empire Lounge
Group III:	Beverly Room	Group VIII:	Savoy Room
Group IV:	Biltmore Room	Group IX:	1-B Exhibit I
Group V:	Statler Room	Group X:	1-B Exhibit II

Key to Meeting Room Locations:

Street (or Ground) Level:	Showcase I, Showcase II
Level 1-B (One Floor Below Street Level):	Beverly Room, Biltmore Room, Statler Room, Terrace Room, 1-B Exhibit I, 1-B Exhibit II
Level 2-B (Two Floors Below Street Level):	2-B Foyer, Empire Room, Empire Lounge, Savoy Room

WEDNESDAY, APRIL 7, 1971

	First General Session:	
9:00 A.M.	Introductions	Leon P. Minear, Regional Commissioner (Designate), Office of Education, Region VIII, Denver.
9:05 - 9:15 A.M.	Welcome.	Rulon Garfield, Deputy Regional Director, DHEW Region VIII.
9:20 - 9:40 A.M.	PRESENT STATUS OF THE EDUCATIONAL PROGRAM AS IT MEETS THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS IN THE COMMUNITY.	Maurice Mitchell, Chancellor, University of Denver.
9:45 - 10:05 A.M.	EXTENT TO WHICH THE PRESENT TOTAL PROGRAM OF EDUCATION MEETS THE NEEDS OF THE ECONOMY.	Garth Mangum, Pres., Olympus Research Corp., Professor of Economics, University of Utah, Salt Lake City.
	Reactor Panel:	
10:05 - 10:40 A.M.	Sebastian C. Owens, Director, Urban League, Denver. Willis G. Brown, Chairman, JOBS-N.A.B.S., Denver. Herbert Bowden, Pres., Sencore Corp., Sioux Falls, South Dakota. Mrs. Linda Skaar, Chairman, State Advisory Council for Voc. Educ., Bozeman, Montana.	
10:40 - 11:00 A.M.	Refreshment Break (2-B Foyer)	
11:00 - 12:30 P.M.	Small Group Discussions.	Polly Garrett, Program Officer, Vocational-Technical Education, Region VIII, Denver.
12:30 P.M.	LUNCH (On Your Own).	

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	Second General Session:	
2:00 P.M.	Introductions.	Lewis R. Crum, Acting Regional Commissioner, Office of Education, Region VIII, Denver.
2:05 - 2:25 P.M.	ROLE OF VOCATIONAL EDUCATION IN MEETING THE CAREER NEEDS OF YOUTH AND ADULTS AND OF THE ECONOMY.	Richard W. Wright, Exec. Director, Rocky Mountain Employers Council, Denver.

Reactor Panel:

2:25 - 3:00 P.M. Herrick Roth, Exec. Director, Colorado Labor Council, Denver,
Leon Olson, Supt. of Schools, Williston, North Dakota.
Mrs. Joseph Coors, Sr., Member National Advisory Council on Vocational Education, Golden, Colorado.

3:00 - 4:30 P.M. Small Group Discussions.

4:30 - 5:00 P.M. Meeting of Group Discussion Leaders and Recorders (Showcase I).

THURSDAY, APRIL 8, 1971

Third General Session:

9:00 A.M.	Introductions	John W. Lacey, Program Officer, Vocational-Technical Education, Region VIII, Denver.
9:05 - 9:30 A.M.	IMPROVING THE EXISTING EDUCATIONAL SYSTEM IN EFFICIENCY AND EFFECTIVENESS TO INSURE THE PREPARATION OF EVERY PERSON FOR EITHER EMPLOYMENT OR FURTHER EDUCATION.	Dale Ensign, Chairman, State Advisory Council for Vocational Education, Cody, Wyoming.

Reactor Panel:

9:30 - 10:00 A.M. M. F. Peterson, State Supt. of Public Instruction, Bismarck, North Dakota.
Charles E. Clay, Realtor, Hot Springs, South Dakota.
Richard H. Duncan, Manager of Training, U.S.Postal Service Denver Regional Office, Denver, Colorado.

10:00 - 10:20 A.M. Refreshment Break (2-B Foyer)

10:20 - 12 Noon Small Group Discussions.

12 Noon LUNCH (On Your Own).

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Fourth General Session:

1:30 P.M.	Introductions.	LeRoy H. Swenson, Dir., Adult, Vocational and Technical Education, Region VIII, Denver.
1:35 - 2:00 P.M.	VOCATIONAL EDUCATION FOR THE 1970's: AREAS OF IMPROVEMENT IN THE TOTAL EDUCATIONAL SYSTEM FOR WHICH VOCATIONAL EDUCATION SHOULD BE RESPONSIBLE.	Edwin Rumpf, Acting Director, Division of Vocational/Technical Education, U. S. Office of Education, Washington, D.C.

Reactor Panel:

2:00 - 2:20 P.M.

Dale D. Lucas, Asst. Superintendent of Public Instruction, Cheyenne, Wyo.
Jack Ingstad, State President, Future Farmers of America, Valley City, North Dakota.
Ray Kimball, Pres., Colorado Association of Commerce and Industry, Denver, Colorado.

2:20 - 3:20 P.M. Small Group Discussions.

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Fifth General Session:

3:20 - 4:00 P.M. CONFERENCE SUMMARY.

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GROUP LEADERS AND RECORDERS, SMALL GROUP DISCUSSION SESSIONS:

	GROUP LEADER	RECORDER
Group I	Leland Luchsinger	Joe Milan
II	Keith Wiley	Paul Peters
III	Stan Selby	Bert Masterson
IV	Howard Porter	Larry Selland
V	Dale Peterson	Carol Dierks
VI	Bill Ball	Jack Cameron
VII	Dewain Washburn	Robert Barnes
VIII	Claire Blikre	William Rice
IX	William Mortimer	T. E. Downey
X	James Zancanella	C. Bernie Johnson

APPENDIX IV

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION VIII
FEDERAL OFFICE BUILDING
19TH AND STOUT STREETS
DENVER, COLORADO 80202

OFFICE OF EDUCATION

On behalf of the Secretary of Health, Education, and Welfare, I am pleased to invite you to participate in the Regional Conference on Vocational Education, to be held at the Denver Hilton Hotel (Empire Room), April 7-8, 1971. Purposes of the Conference (one of ten being held throughout the country) are:

1. Bringing together knowledgeable and concerned people to discuss how the career education needs of youth and adults are being met by schools in their communities;

2. Determining the role that vocational education is playing in this process; and

3. Identifying methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

You will have opportunity at this Conference to contribute ideas and recommendations in small group discussions and, if you choose, to furnish written, unsigned comments for use in the final Conference report. You will also hear speakers representing business, industry and schools in your community and region. The Conference report will be used in compiling a national report to be submitted to the Secretary of Health, Education, and Welfare for further action.

Please use the enclosed reply form and return envelope to notify me, by March 22, whether you plan to participate in the Conference. For further information, or if you prefer to telephone your response, please call Mr. John W. Lacey, Conference Coordinator, on 303-837-4295. Should you desire reservations at the Hilton, a return card is also enclosed for your use.

Although, unfortunately, our budget cannot accommodate your travel and other expenses for the Conference, I hope it will be possible for you to accept our invitation.

Sincerely yours,

Lewis R. Crum
Acting Regional Commissioner, OE

Enclosures

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGION VIII

FEDERAL OFFICE BUILDING

19TH AND STOUT STREETS

DENVER, COLORADO 80202

OFFICE OF EDUCATION

Dear Friend:

As of this date we have not received a response to indicate whether you will be attending the Secretary's Regional Conference on Vocational Education, to be held at the Denver Hilton Hotel April 7 and 8, beginning at 9:00 A.M. each day.

The purpose of this letter is only to remind you of the Conference dates, and to assure you that you will be welcome to attend all or any part of the Conference and to participate, regardless of whether you have sent in an advance registration.

We are sure that hotel space is still available and may be reserved by returning the hotel mailer card (included with your original invitation letter) directly to the Denver Hilton.

We hope you can be in attendance at this important meeting. Registration will be from 7:30 to 9:00 A.M. on Wednesday, April 7.

Sincerely yours,

Lewis R. Crum
Acting Regional Commissioner, OE